

## ISP Leadership Pilot Key Factor One

### The school improvement cycle and core elements – examples of joint working

This diagram illustrates how the school improvement cycle provides the common framework around which the collaborative activities are built, the tools and processes which drive the improvement and a common language for talking about school improvement

#### Pupil progress meetings:

- Teachers/SLT sharing experiences across schools on how pupil progress meetings are set up and used
- Teachers share pupil progress meetings documentation, e.g. question prompts and use of evidence
- Teachers support each other by attending progress meetings to identify next steps and agree how these are implemented

#### The school improvement cycle

One-to-one work between HTs to strengthen self-evaluation, using the cycle to:

- provide support for ways of working with the whole school, to support the understanding of and engagement with the priorities for improvement, model use of specific tools for monitoring – pupil progress meetings, learning walks
- identify priorities through discussion, e.g. analysis of data

- access ways different governing bodies operate, how they are involved in monitoring and evaluation (linking with governor training).  
Headteachers broker support to build capacity for leadership across both schools.

#### Tracking:

- Sharing school's tracking and how it is used in the classrooms
- Joint admin team working – to set up whole-school tracking system for HTs and SENCOs to map targeted provision
- SLs/HTs identify impact of actions through joint analysis of pupil progress
- HTs and members of SLT working alongside each other to interpret RAISE and other data

### Termly school improvement cycle supporting ongoing school self-evaluation processes

**Annual review of attainment and progress – School Self-Evaluation; analysing the data from transitional assessment, attendance data and whole-school tracking and mapping of attainment. Identifying priorities to support pupil progress**

**Monitoring, evaluation and review** of impact on pupil progress using qualitative and quantitative data from periodic assessment and the views of the pupil and relevant adults

**Single Plan** – reviewed termly to address priorities to support the progress of all learners linked to tracking, mapping provision and resources

**Ensuring the progress of all learners: pedagogy for personalisation;** day-to-day assessment; Quality First Teaching plus Wave 2 and 3 intervention; curriculum; conditions, motivation and skills for learning; subject progression; the Primary Framework; tracking into action in the classroom

**Whole-school, systematic CPD** – developing leadership for learning and teacher professional learning through collaborative classroom-based CPD

**Review**

**Plan**

**Teach**

**Apply**

**Assess**

**CHALLENGE AND SUPPORT**

#### The single plan

- One-to-one support between HTs to support writing/revising RAP/single plan
- Leadership teams share single plans to review whether they will have the required impact on pupils' progress
- HTs and/or SLs attend RAP/single plan reviews, identifying next steps together
- SLs/phase leaders carry out joint cross-schools monitoring, planning and work scrutiny and agree next steps

#### Whole-school systematic CPD:

- Subject leaders support planning and delivery of PDMs providing CPD opportunities for whole staff
- Subject leaders and phase teams lead training days with both schools, with agreed outcomes to impact on pupils' progress
- HTs working alongside each other to plan staff meetings and adapt these for governor meetings
- Class teachers – joint focus on 'case study' pupils (lesson study approach across schools)

#### An explicit focus on learning and teaching:

- Year-group teachers working together on planning and resources
- SLT/SLs discussing outcomes from joint monitoring, planning, work scrutiny – agreeing ways forward to improve outcomes
- Joint cross-school visits – planning and completing learning walks, looking at working walls to increase pupils' involvement in their learning
- Pupil groups to share how they talk about targets, their learning, their school.
- Guided selection of teacher buddies – from within and across the schools (for example, subject leaders working together, teachers across year groups)
- Paired observations of identified priorities – formal and informal, agreeing ways forward

# The Improving Schools Programme

## Key factor 2

### The shared experience of leadership in a school identified as 'causing concern'

The schools involved had faced similar issues that can be common in schools of concern, for example staff/pupil mobility, low expectations, underachievement, some lack of parental engagement. The lead schools had been successful at addressing these issues and the partner schools were able to learn from how issues had been worked through.

Central to the pilot was for the lead head teachers to be able to make explicit what had made their leadership of change successful so that they could support strengthening leadership with their partner schools. Headteachers identified characteristics of effective leadership and governance and reflected on:

- the ongoing evidence of strengthening leadership in supported schools
- the impact on leadership in their own school.

The whole-school collaboration gave their school staff the opportunity to reflect on their practice and share it. This further strengthened the practice.

Lead schools had the opportunity to reflect on the most effective ways to feed back to governors on progress. Sharing their reports to governors helped to identify best practice in modelling the focus on pupil progress and whole school achievements. The work on strengthening governance is at an early stage. The next steps are to develop how the three key factors from the pilot can support governors to further develop their skills and abilities and strengthen school self evaluation.

## Key factor 3

### Collaborative working and collaborative learning

The commitment to collaborative learning and collaborative working was a key factor in strengthening impact. This meant that there was a genuine partnership, with all the schools involved wanting to learn from each other. The commitment has resulted in both groups of schools benefiting from the experience.

A willingness to learn reciprocally is central to the leadership pilot. The collaborative action focuses on the whole school and draws on the expertise of all in the school. Involvement in the pilot and subsequent ways of working needs to be agreed so that all are positive participants. Collaborative working and learning emphasise co-construction and shared experiences rather than 'being done to'.

In the pilot we agreed upon a set of the skills desirable to support collaborative working and learning. Their development contributed to success, for example:

- deadlines being set and adhered to, because there was a commitment to not letting partners down
- collaborative working led to recognition that 'we are capable'.

Working alongside colleagues fostered independence and greater resilience.

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## The National Strategies

# The Improving Schools Programme (ISP)

## Strengthening leadership and governance ISP hub pilot

This leaflet provides information about the ISP leadership pilot. It shares the learning from the pilot and explains what works and why.

### The leaflet is for:

- colleagues interested in strengthening leadership and management in schools
- LAs who would like to set up a similar collaborative model to support leadership
- schools that are focusing on strengthening leadership and governance and/or are planning collaborative work around this theme.

### What is ISP?

ISP is a supported whole-school improvement programme targeted to schools below the floor target. The core elements of ISP support the development of school-wide systems to raise standards, accelerate and sustain progress, build leadership capacity and support school self-evaluation. Evidence from a wide range of sources confirms the impact of ISP in raising standards and sustaining improvement.

### The role of leadership in school improvement

- Learning from ISP makes it clear that the leadership of the school improvement cycle and core elements is essential to the strengthening of self-evaluation, the impact on pupil progress and to the school being able to sustain improvement.
- Where ISP is most successful the leadership has fully engaged with the programme and the school improvement processes. This pilot was set up to share the experiences and expertise of these leaders with schools where ISP was less well established and had less impact.

### How we worked

The pilot aimed to:

- strengthen primary leadership to raise attainment and accelerate pupils' progress
- develop models of leadership to support collaborative cross-school working
- create replicable models to apply across groups of schools and local authorities
- strengthen the role of governance.

This was a small-scale pilot involving 32 schools. It used existing work patterns established through the Improving Schools Programme (ISP) and was evaluated termly through workshops, discussions and personal learning logs.

Key staff from the provider or lead school paired up with their counterparts in the recipient or supported school. The joint work reflected each school's priority area for improvement. This included improving self-evaluation and prioritising what needed to change, understanding and using the Primary Framework to improve learning and teaching, creating a more focused single plan to drive improvement and making more effective use of pupil tracking to drive progress. All schools were involved in the ISP programme and were familiar with the ISP model and this helped to ensure that the joint work was focused sharply on improvement, using the school improvement cycle and core elements.

### The success related to three key factors.

1. **The use of the school improvement cycle and core elements.** All schools were involved in the ISP programme and were familiar with the ISP model. This helped to ensure the joint work focused sharply on improvement, using the school improvement cycle and core elements. (See next page.)
2. **The shared experience of leadership in a school identified as causing concern.** This provided a common context for the working partnership.
3. **The commitment to collaborative working and collaborative learning.** The headteachers and schools involved saw themselves on a journey of improvement. They were open to and positive about learning and working together.

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